



CIEE Global Institute - Santiago de Chile

Course name:	New Immigration and Traditional Ethnic Groups in Chile
Course number:	ANTH 1101 STCH
Programs offering course:	Santiago de Chile Open Campus
Open Campus Track:	Language, Literature and Culture
Language of instruction:	English
U.S. semester credits:	3
Contact hours:	45
Term:	Spring 2020

Course Description

Historically, Chilean society has been perceived as being racially homogenous, with a *white-ancestry* and no *mestizo* background. However, different ethnic groups have started to raise their voice in the last few decades to be socially recognized. From this perspective, the recognition on the Mapuche People, the strongest indigenous group in Chile nowadays, along with the recognition of different Latin American immigrants has created a new social reality that Chileans are starting to face. This class examines the causes and challenges of the social recognition of these two groups, from a sociological, anthropological and linguistic perspective, in order to a) analyze the local traditions of various ethnic groups in Chile with a focus on the Mapuche people; b) study the presence of Latin American immigration in Chile and c) debate on the future ethnic assimilation in modern Chile.

Learning Objectives

By completing this course, students will:

- Acquire deeper knowledge on Latin American immigrants and indigenous groups living in Santiago, in order to better understand contemporary Chilean society.
- Describe, interpret and formulate thoughtful comparisons between the history and context of the two groups studied that are part of Chilean society.
- Recognize and articulate links between these two minority groups.
- Develop effective oral and writing skills throughout the course.



Methods of Instruction

The course is interactive between the students and the instructor. The course is divided in three units, which are cumulative in content. Students are expected to do the readings before class, paying attention to the main ideas presented by the author(s), the ideologies underlying the author's views, and the strengths and limitations of the arguments presented by the author(s). When needed, students will receive a translated version of the readings, whenever these are written in Spanish. There are three site visits, guided by a guest speaker and the class instructor. In these site visits, students will gain an on-site perspective of the class topics.

Assessment and Final Grade

1.	Individual Oral Presentation	15%
2.	3 Bibliographic Discussions (10% each)	30%
3.	Midterm Exam	15%
4.	Final Exam	20%
5.	Class Participation:	20%
	TOTAL:	100%

Course Requirements

Individual Oral Presentation

Each student will choose and present one of the weekly readings. To do so, they will have 15 minutes each. Presentations will begin on session 2 and will finish on session 17. Students will sign up during session 1.

Midterm Exams

The midterm exam (1 hr) will be based on the readings, lectures and class discussions of the first three weeks of the course. Midterm exam will take place on session 10. The exam will consist on 5 open questions to be written in class.

Final Exams



The final exam (2 hrs.) will be based on the readings, lectures and class discussions of the second half of the course. Final exam will take place on session 18. The exam will be a written essay of 3 pages.

Bibliographic Discussion (3)

There will be 3 bibliographic discussions in this course, one per unit. Students will select one of the unit topics and write a minimum of 1,000 words. Students will include and cite at least 3 readings per unit. Deadline for these discussions are on session 7, 13 and 17.

Participation

Participation is valued as meaningful contribution in the digital and tangible classroom, utilizing the resources and materials presented to students as part of the course. Meaningful contribution requires students to be prepared in advance of each class session and to have regular attendance. Students must clearly demonstrate they have engaged with the materials as directed, for example, through classroom discussions, online discussion boards, peer-to-peer feedback (after presentations), interaction with guest speakers, and attentiveness on co-curricular and outside-of-classroom activities.

Attendance Policy

Regular class attendance is required throughout the program, and all unexcused absences will result in a lower participation grade for any affected CIEE course. Due to the intensive schedules for Open Campus and Short-Term programs, unexcused absences that constitute more than 10% of the total course will result in a written warning.

Students who transfer from one CIEE class to another during the add/drop period will not be considered absent from the first session(s) of their new class, provided they were marked present for the first session(s) of their original class. Otherwise, the absence(s) from the original class carry over to the new class and count against the grade in that class.



For CIEE classes, excessively tardy (over 15 minutes late) students must be marked absent. Attendance policies also apply to any required co-curricular class excursion or event, as well as to Internship, Service Learning, or required field placement. Students who miss class for personal travel, including unforeseen delays that arise as a result of personal travel, will be marked as absent and unexcused. No make-up or re-sit opportunity will be provided.

Attendance policies also apply to any required class excursion, with the exception that some class excursions cannot accommodate any tardiness, and students risk being marked as absent if they fail to be present at the appointed time.

Unexcused absences will lead to the following penalties:

<i>Percentage of Total Course Hours Missed</i>	<i>Equivalent Number of Open Campus Semester classes</i>	<i>Minimum Penalty</i>
Up to 10%	1 content classes, or up to 2 language classes	Participation graded as per class requirements
10 – 20%	2 content classes, or 3-4 language classes	Participation graded as per class requirements; written warning
More than 20%	3 content classes, or 5 language classes	Automatic course failure , and possible expulsion

Weekly Schedule

NOTE: this schedule is subject to change at the discretion of the instructor to take advantage of current experiential learning opportunities.

WEEK 1 Orientation Week



Class 1.1

Introduction to class

This opening lecture introduces students to key terms and present an outline of the prominent debates in migration studies in Chile. By the end of this lecture students will have gained fundamental knowledge and awareness of the variety of approaches used to understand and discuss migration processes in Chile.

Class 1.2

Unit I: Brief History of Mapuche People

This lecture explores main historical events of Mapuche people, in order to portray who they are and their importance in Chilean context. This revision will be done from perspective of Mapuche historians, in order to understand how this perspective differs from the one Chilean historians have.

Readings:

Aravena, A. "Mapuche Identity – warriache: Contemporary processes of migration and Mapuche urban identity". *IV Congreso Chileno de Antropología. Colegio de Antropólogos de Chile A. G.* 2001: Santiago de Chile (Original in Spanish, translation available)

Mariman Quemando, P., Caniqueo Huicapan, S., Levil, Chicahual, R., Millalel Paillal, J. 2006. *Contemporary Mapuche Society*. Escucha Winka. 219-249. Lom Ed: Santiago. (Original in Spanish: translation available)

Assignment: Individual Presentations

Class 1.3

Unit I: Mapuche World view

This class explores the main aspects of the Mapuche culture: spirituality (mapuche feyentun), ethics and values (Az che), and ways to teach and learn



(Mapuche kimeltuwün), in order to understand how these elements are performed by Mapuches in their everyday lives.

Readings:

Curaqueo, D. "Creencias religiosas mapuche. Revisión crítica de interpretaciones vigentes". *Revista Chilena de Antropología*. 1990. Vol 8, 27-33. (Original in Spanish, translation available)

Sanchez Curihuentro, J. "El Az mapu o sistema jurídico Mapuche". *Revista CREA - Universidad Católica de Temuco*. 2001. Vol 2. 28-39. (Original in Spanish, translation available)

Evaluations: Individual Presentations

WEEK 2

Class 2.1

Unit I: Mapuche language

Languages represent different aspects of their speakers' culture. This class explores the uses of Mapudungun and the different linguistic ideologies about Mapudungun, in order to analyse how the loss of different aspects of their culture is due to a valorization that Chilean society does about them. This class also analyses the Intercultural Bilingual Program to teach Mapudungun in Chilean schools.

Readings:

Becerra, R., Hasler, F., Mayo, S. "Re-thinking the Place of Indigenous Languages in Chile: Globalization and Intercultural Bilingual Education" *International Journal of Multicultural Education*. 2013. Vol. 15, No. 3 (Original in Spanish, translation available)

Evaluations: Individual Presentations

Class 2.2

Unit I: Urban and rural Mapuche: current situation



This class explores the Mapuche migration to the cities and how this migration has led to the complete loss or the adaptation of different cultural practices. The purpose of this is to understand how Mapuches have coped with migration throughout the years and how they maintain their ethnic identity in these new spaces of residence.

Readings:

Becerra, S., Merino, M., Webb, A. & Larrañaga, D. (2017) *Recreated practices by Mapuche women that strengthen place identity in new urban spaces of residence in Santiago, Chile*, *Ethnic and Racial Studies*

Warren, S. "Indigenous in the city: the politics of urban Mapuche identity in Chile". *Ethnic and Racial studies*. 2016

Evaluations: Individual Presentations

Class 2.3 **Unit I: Site Visit**

This class is a site visit to the Mapuche Ruca *Taiñ Adkimn*, located in La Pintana. Students will talk with the Machi and learn different cultural practices that take place in this Ruca and how these practices have been adapted to the urban setting. No previous reading required.

WEEK 3

Class 3.1 **Unit I: Mapuche Conflict**

In Araucanía region, there is a conflict between the Chilean state and different Mapuche communities over the land that has been taken from Mapuche throughout the centuries and given to European populations. This class explores the conflict between the Chilean state and Mapuche communities in the south of the country, in order to understand this conflict and why the Chilean state refers to this conflict as terrorism.

Readings:



Waldman, G. "Historical memory and present-day oblivion: the Mapuche conflict in post-dictatorial Chile". *Time and Society*. 2012. 21 (1). pp 55-70.

McKinnon, R. "Indigenous Rights Policy and Terrorist Discourse: A strategy to stifle Mapuche Self-Determination in Chile". 2016. *Scripps Senior Theses*. Chapter 2 - 6.

Evaluations: Individual Presentations

Due Date for Bibliographic Discussion 1

Class 3.2

Unit II: Immigration in Chile: General Overview

Immigration flows in Chile have been and currently are negative, compared to the positive emigration flow. This class examines the main characteristics of migration in Chile, in terms of dynamics, demographic aspects, labor insertion, plus immigration v/s emigration flows.

Readings:

Lafortune, J. & Tessada, J. "Migrantes Latinoamericanos en Chile: un panorama de su integración social, económica y financiera". *Banco Interamericano de Desarrollo*. 2016. (Original in Spanish, translation available)

Mora, C. "The Peruvian Community in Chile, Peace Review". *A Journal of Social Justice*. 2008. 20:3, 339-347

Evaluations: Individual Presentations

Class 3.3

Unit II: Spatial distribution of immigrants in Santiago

The most important social variable in Chile is social class and this is also present in the spatial distribution of the city of Santiago. From this perspective, this class will analyse the social-spatial patterns for immigrants in the city of Santiago, in order to understand what part they take in Chilean society.

Readings:

Cabieses, B., Tunstall, H., Pickett, K. "Understanding the socioeconomic status of international immigrants in Chile through hierarchical cluster analysis: a population-based study". *International Migration*. 2013. Vol. 53 (2). 303-320

Vasquez A, Cabieses B, Tunstall H. "Where Are Socioeconomically Deprived Immigrants Located in Chile? A Spatial Analysis of Census Data Using an Index of Multiple Deprivation from the Last Three Decades (1992-2012)". 2016. *PLoS ONE* 11(1)

Evaluations: Individual Presentations

WEEK 4

Class 4.1

Unit II: Race, gender and migration

Historically, female migration has been studied from a different perspective than male migration. This class reviews the experience of migrant women from Latin America living in Santiago de Chile. Students analyse and try answer two questions: what does it mean for a woman to migrate to this society? And how do their experiences differ from their male counterparts?

Readings:

Correa Pereira, V. "Beyond Economic Rationality: A New Approach to the Understanding of Female Latin-American Emigrants Arriving in Santiago". *Revista de Estudios Sociales*. 2014. Vol 49. pp 176-189. (Original in Spanish, translation available)

Hill Maher, H & Staab, S. "Nanny politics: the dilemmas of working women's empowerment in Santiago, Chile". *International Feminist Journal of Politics*. 2005. 7:1, 71-89

Evaluations: Individual Presentations

Midterm exam



Class 4.2

Unit II: Immigration Policy

The Immigration policy in Chile was created during Pinochet's dictatorship in 1975. This class will review the main aspects of this policy and its current impact and implications for new immigrants. Students will also review the different proposals that are being discussed in the congress, in order to understand what it is at stake when we talk about the immigration policy.

Readings:

Diaz Tolosa, R. "A new Chilean Migration Act: An approach to international standards". *International Migration*. 2016. Vol 54, 6. pp 109-121

Doña Reveco, C. and Mullan, B. "Migration Policy and Development in Chile". *International Migration*. 2014. Vol 52, 5. pp 1-14

Evaluations: Individual Presentations

Class 4.3

Unit II: Site visit

This class is a site visit to the Servicio Jesuita Migrante organization, located in Santiago Centro. This organization works with and is run by immigrants. Students will talk with two coordinators and will learn from the on-site work that takes place here, in order to understand what happens with immigrants once they arrive in Santiago.

WEEK 5

Class 5.1

Unit III: Class, Race and ethnic integration

The implicit recognition of social class and the denial of race are amongst the main characteristics of Chilean society. From here, students review how do these social variables interact with one another and with minority ethnic groups and how do indigenous groups and immigrants cope with assimilation.

Readings:



Richards, P. "Constructing neoliberal multiculturalism in Chile. Race and the Chilean Miracle: Neoliberalism, Democracy, and Indigenous Rights". 2013. 101-133. *University of Pittsburgh Press*

Barandarian, J. "Researching Race in Chile". *Latin American Research Review*. 2012. Vol 47, 1. 161-176

Evaluations: Individual Presentations

Due Date for Bibliographic Discussion 2

Class 5.2

Unit III: Cultural representations of ethnic minorities

Immigration in Chile has incorporated the idea of the *other*. Different sectors of Chilean society perceive themselves as racially homogenous, with a *white-ancestry* and no *mestizo* background. From this perspective, this class explores the cultural representations that Chileans have constructed about different immigrant and indigenous groups, in order to understand how covert racism is represented in Chilean society

Readings:

Torres, O. "Representaciones sociales de migrantes peruanos sobre su proceso de integración en la ciudad de Santiago". *Polis, Revista Latinoamericana*, 2013. Volumen 12, Nº 35. p. 309-334. (Original in Spanish, translation available)

Denegri coria, M., Chavez Herting, D., Silva Layera, F., y Del Valle Rojas, C. "Representaciones sociales en torno al "conflicto" estado chileno - pueblo mapuche en jóvenes universitarios chilenos: un estudio con Redes semánticas naturales". 2015, vol.23, n.2, pp.256-277. (Original in Spanish, translation available)

Evaluations: Individual Presentations

Class 5.3

Unit III: Site Visit



This class is a site visit to the Coordinadora Nacional de Inmigrantes de Chile in Plaza de Armas. Students will talk with one of the coordinators and will learn about the new perspectives and orientations of this social movement. Students analyse the social-space of the Plaza de Armas, in order to understand its symbolic meaning for Chileans and immigrants.

WEEK 6

Class 6.1

Unit III: Linguistic ideologies and attitudes in Santiago

Basic beliefs associated with covert racism are represented by means of language. This class will deal with ideological perspectives and how these ideologies are performed by Chileans. From this perspective, students analyse the importance of language and use discourse analysis as a tool for understanding different social values.

Readings:

Rojas, D., Lagos, C., Espinoza, M. "Language Ideologies About Mapudungun In Chilean Cities: Traditional Knowledge Ant Its Application To Language Revitalization" *Revista de Antropología Chilena*. 2016. Volumen 48, 1. Páginas 115-125. (Original in Spanish, translation available)

Rojas, D., Avilés, T. "Attitudes Toward Dialects of Spanish Used By Immigrants In Santiago De Chile". *Boletín de Filología*, 2013. Tomo XLVIII, 2: 97 – 117. (Original in Spanish, translation available)

Evaluations: Individual Presentations

Class 6.2

Unit III: Closing remarks: moving towards inclusion?

This class will be a general overview of the class contents and the different challenges that minority groups will face in Chile. Students establish and analyse comparisons and differences between indigenous migration and foreigners migrating to Chile

Readings:



Merino, M., Mellor, J., Saiz, J. & Quilaqueo, D. "Perceived discrimination amongst the indigenous Mapuche people in Chile: some comparisons with Australia" 2009. *Ethnic and Racial Studies*, 32:5, 802-822

Thayer Correa, L., Durán Migliardi, C. "Gobierno Local y migrantes frente a frente: nudos críticos y políticas para el reconocimiento". *Revista del CLAD Reforma y Democracia*. 2015. Vol 63. pp 127-162. (Original in Spanish, translation available)

Evaluations: Individual Presentations

Due Date for Bibliographic Discussion 3

Class 6.3

Unit III

Students take their Final Exam; no contents are explored.

Evaluations: Final Exam

Readings

Aravena, A. "Mapuche Identity – warriache: Contemporary processes of migration and Mapuche urban identity". *IV Congreso Chileno de Antropología. Colegio de Antropólogos de Chile A. G.* 2001: Santiago de Chile (Original in Spanish, translation available)

Barandarian, J. "Researching Race in Chile". *Latin American Research Review*. 2012. Vol 47, 1. 161-176

Becerra, S., Merino, M., Webb, A. & Larrañaga, D. (2017) *Recreated practices by Mapuche women that strengthen place identity in new urban spaces of residence in Santiago, Chile*, *Ethnic and Racial Studies*

Becerra, R., Hasler, F., Mayo, S. "Re-thinking the Place of Indigenous Languages in Chile: Globalization and Intercultural Bilingual Education" *International Journal of Multicultural Education*. 2013. Vol. 15, No. 3 (Original in Spanish, translation available)

Cabieses, B., Tunstall, H., Pickett, K. "Understanding the socioeconomic status of international immigrants in Chile through hierarchical cluster analysis: a population-based study". *International Migration*. 2013. Vol. 53 (2). 303-320

Cerda Ojeda, U. "Razas, Racismo, Clases sociales y Clasismo: Revisión teórica y desarrollo en Chile. *Universidad de Chile Postgraduate studies thesis*. 2004. (Original in Spanish, translation available)

Correa Pereira, V. "Beyond Economic Rationality: A New Approach to the Understanding of Female Latin-American Emigrants Arriving in Santiago". *Revista de Estudios Sociales*. 2014. Vol 49. pp 176-189. (Original in Spanish, translation available)

Curaqueo, D. "Creencias religiosas mapuche. Revisión crítica de interpretaciones vigentes". *Revista Chilena de Antropología*. 1990. Vol 8, 27-33. (Original in Spanish, translation available)

Díaz Tolosa, R. "A new Chilean Migration Act: An approach to international standards". *International Migration*. 2016. Vol 54, 6. pp 109-121

Denegri coria, M., Chavez Herting, D., Silva Layera, F., y Del Valle Rojas, C. "Representaciones sociales en torno al "conflicto" estado chileno - pueblo mapuche en jóvenes universitarios chilenos: un estudio con Redes semánticas naturales". 2015, vol.23, n.2, pp.256-277. (Original in Spanish, translation available)

Doña Reveco, C. and Mullan, B. "Migration Policy and Development in Chile". *International Migration*. 2014. Vol 52, 5. pp 1-14

Hill Maher, H & Staab, S. "Nanny politics: the dilemmas of working women's empowerment in Santiago, Chile". *International Feminist Journal of Politics*. 2005. 7:1, 71-89

Lafortune, J. & Tessada, J. “Migrantes Latinoamericanos en Chile: un panorama de su integración social, económica y financiera”. *Banco Interamericano de Desarrollo*. 2016. (Original in Spanish, translation available)

Merino, M., Mellor, J., Saiz, J. & Quilaqueo, D. “Perceived discrimination amongst the indigenous Mapuche people in Chile: some comparisons with Australia” 2009. *Ethnic and Racial Studies*, 32:5, 802-822

Mariman Quemando, P., Caniqueo Huicapan, S., Levil, Chicahual, R., Millalel Paillal, J. 2006. *Contemporary Mapuche Society*. Escucha Winka. 219-249. Lom Ed: Santiago. (Original in Spanish: translation available)

McKinnon, R. “Indigenous Rights Policy and Terrorist Discourse: A strategy to stifle Mapuche Self-Determination in Chile”. 2016. *Scripps Senior Theses*.

Mora, C. “The Peruvian Community in Chile, Peace Review”. *A Journal of Social Justice*. 2008. 20:3, 339-347

Richards, P. “Constructing neoliberal multiculturalism in Chile. Race and the Chilean Miracle: Neoliberalism, Democracy, and Indigenous Rights”. 2013. 101-133. *University of Pittsburgh Press*

Rojas, D., Lagos, C., Espinoza, M. “Language Ideologies About Mapudungun In Chilean Cities: Traditional Knowledge Ant Its Application To Language Revitalization” *Revista de Antropología Chilena*. 2016. Volumen 48, 1. Páginas 115-125. (Original in Spanish, translation available)

Rojas, D., Avilés, T. “Attitudes Toward Dialects of Spanish Used By Immigrants In Santiago De Chile”. *Boletín de Filología*, 2013. Tomo XLVIII, 2: 97 – 117. (Original in Spanish, translation available)

Sanchez Curihuentro, J. “El Az mapu o sistema jurídico Mapuche”. *Revista CREA - Universidad Católica de Temuco*. 2001. Vol 2. 28-39. (Original in Spanish, translation available)

Thayer Correa, L., Durán Migliardi, C. “Gobierno Local y migrantes frente a frente: nudos críticos y políticas para el reconocimiento”. *Revista del CLAD Reforma y Democracia*. 2015. Vol 63. pp 127-162. (Original in Spanish, translation available)

Torres, O. “Representaciones sociales de migrantes peruanos sobre su proceso de integración en la ciudad de Santiago”. *Polis, Revista Latinoamericana*, 2013. Volumen 12, Nº 35. p. 309-334. (Original in Spanish, translation available)

Vasquez A, Cabieses B, Tunstall H. “Where Are Socioeconomically Deprived Immigrants Located in Chile? A Spatial Analysis of Census Data Using an Index of Multiple Deprivation from the Last Three Decades (1992-2012)”. 2016. *PLoS ONE* 11(1)

Waldman, G. “Historical memory and present-day oblivion: the Mapuche conflict in post-dictatorial Chile”. *Time and Society*. 2012. 21 (1). pp 55-70.

Warren, S. “Indigenous in the city: the politics of urban Mapuche identity in Chile”. *Ethnic and Racial studies*. 2016

Suggested Readings:

Acosta, D. Feline, L. (2015) Turning the Immigration Policy Paradox Upside Down? Populist Liberalism and Discursive Gaps in South America

Aguire, T. Migración y religión. La conformación de una comunidad haitiana católica en Santiago de Chile [The creation of a catholic Haitian community in Santiago de Chile]. En: Migración haitiana hacia el sur andino [Haitian migration to the andean south]. 2017. [In Spanish]



Antileo Baeza, E., Alvarado Lincopi, C. (2017) *Familia Millaqueo Coñueñir*. Santiago Waria Mew, Memoria y fotografía de la migración mapuche. Ed Comunidad de Historia Mapuche, Santiago.

Bloemrad, I. Kortweg, A. Yurdakul, G. (2008). Citizenship and Immigration: Multiculturalism, Assimilation, and Challenges to the Nation-State. *Annu. Rev. Sociol.* 2008. 34:153–79

Canales, A. Latin America in the recent wave of international migration. In: *The Oxford Handbook of Latin American Economics*, Chapter: 20, Publisher: Oxford University, Editors: José Antonio Ocampo and Jaime Ros. 2011.

Canales, A. Rivera, F. Vidas vulnerables. Migración, derechos humanos y políticas públicas en cinco zonas fronterizas de América. 2013.

Castles & Miller 2009. *The age of migration*. Fourth Edition. UK

Carihuentro Millaleo, S. 2009. *Saberes Mapuche que debiera incorporar la Educación formal en contexto interétnico e intercultural según sabios Mapuche*. Nuestras Universidades y la educación intercultural. Silva Aguila, M. Universidad de Chile: Santiago.

Centro de Documentación y Estudios (CDE). *Panorama regional sobre trabajadoras domésticas migrantes en América Latina*. 2016.

Congressional Research Service (CRS). *Trafficking in Persons in Latin America and the Caribbean*. 2005.

Dominguez, R. Rietig, V. *Migrants deported from the United States and Mexico to the Northern Triangle*. 2015.

International Labour Organization (ILO) – Economic Commission for Latin America and the Caribbean (ECLAC). *Employment Situation in Latin America and the Caribbean. Labour Immigration in Latin America*. Publication of the United Nations. Santiago, Chile. 2017.



International Labour Organization (ILO). Migrant Domestic Workers Across the World: global and regional estimates. 2015.

Massey, D. Arango, J. Graeme, Kouaouci, A. Pellegrino, A., Taylor, E. (1993). "Theories of international migration. A review and appraisal", *Population and Development Review*, Vol. 19 (3): 431-466.

Lagos, C. "Linguistic Anthropology and Language Contact: Language Ideologies in school contexts at Pitril and Callaqui Communities". *Lenguas y Literaturas Indoamericanas*, nº19, volumen 1, año 2017:61-81

Martínez, J. Villa, M. (2005). *International Migration in Latin America and the Caribbean: a summary of views of trends and patterns*

Musalo, K., Ceriani, P. *Childhood and Migration in Central and North America: Causes, Policies, Practices and Challenges*. Center for Gender & Refugee Studies. Universidad Nacional de Lanus. 2015.

Ortiz V., J. y Aravena A., E. (2002): "Migraciones intraurbanas y nuevas periferias en Santiago de Chile: Efectos en la sociogeografía de la ciudad", *GeoFocus (Artículos)*, nº 2, p. 49-60

Putnam, R. (2007). *E Pluribus Unum : Diversity and Community in the Twenty-first Century The 2006 Johan Skytte Prize Lecture*. *Scandinavian Political Studies*, Vol. 30 – No. 2, 2007

Sam, D., Berry, J. (2010) *Acculturation : When Individuals and Groups of Different Cultural Backgrounds Meet*. *Perspectives on Psychological Science* 2010 5: 472

Stefoni, C. (2013). *Formación de un enclave transnacional en la ciudad de Santiago de Chile. Migraciones internacionales [Formation of a Transnational Enclave in the City of Santiago, Chile]*, vol 7, Núm. Especial 1, 2013. [In Spanish]

Stefoni, C., Leiva, S., Bonhomme, M. (2017) *Migración internacional e inserción laboral. El caso de la industria de la construcción en Chile [International migration and labour incorporation. The case of the*



construction sector in Chile]. REMHU, Rev. Interdiscip. Mobil. Hum., Brasília, v. 25, n. 49, apr. 2017, p. 95-112 [In Spanish]

Stefoni, C. (2001) Representaciones Culturales y Estereotipos de la Migración Peruana en Chile. Informe final del concurso: Culturas e identidades en América Latina y el Caribe. Programa Regional de Becas CLACSO

Thayer, L. Duran, C. Gobierno local y migrantes frente a frente: nudos críticos y políticas para el reconocimiento (2015) [Local Government and Migrants Face to Face: Critical Nodes and Policies for Recognition]. Revista del CLAD Reforma y Democracia, núm. 63, septiembre-diciembre, 2015, pp. 127-162 [In Spanish]

Thayer, L. Stang, F. (2016). Precarious legal status and conditionality in the acces to rights. An approach to migratory regulations from Argentina and Canada. Si Somos Americanos. Revista de Estudios Transfronterizos. [In Spanish]

Tijoux, M.E. (2014) El otro inmigrante negro y el nosotros chileno. Un lazo cotidiano pleno de significaciones. Boletín Oñteaiken. Vol 17. 1-15

United Nations Office on Drugs and Crime (UNODC). Transnational Organized Crime in Central America and the Caribbean. 2012

Online Resources

Aravena, A. "Mapuche Identity – warriache: Contemporary processes of migration and Mapuche urban identity". *IV Congreso Chileno de Antropología. Colegio de Antropólogos de Chile A. G.* 2001: Santiago de Chile (Original in Spanish, translation available)

Barandarian, J. "Researching Race in Chile". *Latin American Research Review.* 2012. Vol 47, 1. 161-176



Becerra, S., Merino, M., Webb, A. & Larrañaga, D. (2017) *Recreated practices by Mapuche women that strengthen place identity in new urban spaces of residence in Santiago, Chile*, *Ethnic and Racial Studies*

Becerra, R., Hasler, F., Mayo, S. "Re-thinking the Place of Indigenous Languages in Chile: Globalization and Intercultural Bilingual Education" *International Journal of Multicultural Education*. 2013. Vol. 15, No. 3 (Original in Spanish, translation available)

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Cerda Ojeda, U. "Razas, Racismo, Clases sociales y Clasismo: Revisión teórica y desarrollo en Chile. *Universidad de Chile Postgraduate studies thesis*. 2004. (Original in Spanish, translation available)

Correa Pereira, V. "Beyond Economic Rationality: A New Approach to the Understanding of Female Latin-American Emigrants Arriving in Santiago". *Revista de Estudios Sociales*. 2014. Vol 49. pp 176-189. (Original in Spanish, translation available)

Curaqueo, D. "Creencias religiosas mapuche. Revisión crítica de interpretaciones vigentes". *Revista Chilena de Antropología*. 1990. Vol 8, 27-33. (Original in Spanish, translation available)

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